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## Experience Sharing of UNESCO ESD World Conference in Japan

*Ms. Chitralekha Yadav, Minister for Education*

I joined the World Conference on Education for Sustainable Development (ESD) held by UNESCO on November 10-12, 2014 in Japan. Some 1,000 participants from all around the world attended at this UNESCO conference.

In this conference, on 10th of November, JICA organized a side-event titled “Creating Enabling Environments for Successful ESD: Practices and School-based Management (SBM) in Asia and Africa”.

As one of the panelists of the JICA side-event, I had an opportunity to introduce our efforts in strengthening SBM in Japan to the audience (60-70 education specialists from all over the world). In my message, I particularly stressed the SMC’s important role in improving the teaching and learning environment which was proved by various evidences produced by many schools through the activities to develop capacity in SBM, such as SISM2, in Nepal in the past couple of years.

I also joined a tour of visiting some schools and universities in Nagoya City on November 13th, organized by JICA, where I could have good cultural exchanges with the teachers and the students.

Finally, I would like to thank UNESCO and JICA for arranging this opportunity.

Additionally, I appreciate SISM2’s efforts and request all of the stakeholders in basic education to further strengthen the collaborative efforts to strengthen SBM for providing better teaching/learning environment for our children in Nepal.



Minister’s Presentation

## Education Shapes the Values, Skills and Knowledge

*Yoko Ishida, Ph.D.  
Team Leader, SISM2 Project*

“Education shapes the values, skills and knowledge required to build sustainable societies”, which was mentioned by Ms. Irina Bokova, Director-General of UNESCO at the very beginning of her message at the UNESCO World Conference. UN Decade of ESD (2005 to 2014) has been promoted by aiming at integrating the principles and practices of sustainable development into all aspects of education and learning.

As introduced in Honorable Education Minister’s message above, JICA organized a side-event on 10<sup>th</sup> November during the UNESCO ESD World Conference to share their good experience in strengthening SBM with community participation: one is SISM2 in Nepal and the other is the School for All Project in Niger. Since these projects have produced various evidence how SBM could contribute to the improvement in teaching/learning environment, the JICA side-event was successful with many UNESCO-Conference participants actively attended.

At the end of the UNESCO-Conference, “Aichi-Nagoya Declaration on ESD” was made by the UNESCO member states by agreeing to reflect ESD in the post-2015 agenda.



## National Dissemination of Capacity Development Model to Improve School Management Started!

SISM2 conducted “Regional-level ToT (R-ToT) for capacity development in SIP formulation and updating” in five development regions, Central, Western, Eastern, Mid-Western and Far-Western, in November 2014 collaborating with DoE, MoE, CDC and NCED. R-ToT is followed by District-level ToT (D-ToT) in Dec. 2014 and Jan. 2015 as shown on the last page.

R-ToT's participants were 2-3 officers from each district. Mainly they were DEO, Acting DEO, Section Officer, ETC trainer and School Supervisors. All participants seriously participated to the four-day training.

MoE and DoE officers, who received the Central-level ToT in the previous year, played an important role as facilitators and actively facilitated some sessions during the R-ToT.

The following are the reflections by all REDs about R-ToT, expressing their learnings and showing willingness to their next steps.

### CENTRAL: Mr. Krishna Prasad Kapri, Director, and Balakrishna Chapagain, Deputy Director, RED

RED in Central region conducted R-ToT from November 6 to 9, 2014. Participants were district level trainers who would conduct the D-ToT in their respective districts. Two persons participated from each district except Rasuwa and Dhading.

The R-ToT was implemented in an interactive mode. Although the participants were very heterogeneous in nature, the contents of the program and the delivery design of the facilitators made the training lively.

It was like a refresher type training because there was training of micro educational planning such as DEP, VEP, and SIP fourteen years ago. At that time, trainers were upgraded enabling them to conduct ToT on micro educational planning. Also, capacity development activities for stakeholders and the member of SMC, PTA, VDC, as well as students were implemented. The training focused on planning approaches and documentation format based on the issues they had explored in the training.

In this R-ToT, however, school data and statistics were analyzed, and it made common understanding on the issues and needs of the school. In addition, during the training, participants visited schools and roughly drafted SIP based on the discussion with SMC and PTA members, as well as teachers and students. Their active participation showed that we needed corrective action to formulate the chart and table regarding different information indicators.

Through the training, the participants improved their skills for SIP, and they were able to design their SIP by themselves. They have more confidence now and are able to demand more resources to strengthen their capacity, and ultimately their motivation must bring better schools in their villages. RED Hetauda is planning to monitor D-ToT for an effective outcome and smooth implementation in the respective districts.



Group work at R-ToT in Central Region

### EASTERN: Dr. Tulashi Prasad Thapaliya, Director, RED

It is believed that schools make a lot of differences to student's life. One happens to get enrolled in a school, and that determines many possibilities of his/her life. So, improving and running schools in the best possible ways are the prime concerns of educational management.

Since each school is unique in terms of its context, every school should have the way of its improvement. School Improvement Plan (SIP) is a tool for that purpose. While formulating SIP, schools follow a strategic process for the transformation of the school. In the end, a strategic plan is prepared, but the process itself is considered more important than the final document.

Schools need to take initiatives for its improvement. Sometimes such initiatives come from the school leadership or propelled by external pressures: increased parental demand, performance evaluation, presence of some competitors, etc. In any case, the realization and drive for change and improvement should come from school itself.



Group work facilitated by Dr. Tulashi Prasad Thapaliya at R-ToT



Capacity of schools for taking initiatives, improvement of SIP formulation process, and implementation of a school development program are critical. To cope with these challenges, R-ToT was organized so as to develop capacity of the District level trainers. The main features of the four-day capacity development workshop can be summarized as below:

- Following a logical sequence from situation analysis to visioning for school development and gaining practical insights through school level workshop;
- Utilizing the practical tools, formats and meticulously-designed program;
- Utilizing the experiences of the participants through their active involvement in the process.

Finally, the participants finalized the tentative D-ToT schedule and shared it with RED and SISM2 team. RED is planning to monitor D-ToT to ensure effective delivery of the training.

## **WESTERN: Mr. Khem Raj Poudel, Deputy Director, and Ms. Basundhara Thapa, Section Officer, RED**

RED in Western region conducted four days SIP Regional Trainers Training on 12-15 November, 2014 in Pokhara, Kaski. There were altogether 34 participants. For the first two days the training focused on the experience sharing, discussion, identifying the key issues and concerns on SIP formulation by the participants. The program covered situation analysis, student's absenteeism, and learning achievement under the technical aspect of the SIP as well. On the third day, the field visit was carried out to have a practical experience at school. On the last day of the training, D-ToT schedule of this region was prepared and shared it to DEO to prepare accordingly.

### **General observation of the R-TOT:**

- Participants were well covered. D-ToT is realistic and practical.
- It is realized that it can be linked with DEP and VEP
- SIP can address some indicators of Child-friendly School program
- SIP formulation format is a simple and applicable to a grassroots level as well. But only following format, the creativity of the school might be lost.



**School data analysis at R-ToT**

## **MID-WESTERN: Mr. Surya Kiran Bhandari, Deputy Director, RED**

R-ToT on School Improvement Plan formulation and updating was conducted on 23-26 November, 2014. There were 31 participants from 15 Districts. The four-day R-ToT focused on analysis of a present situation, SIP formulation and implementation, challenges and efforts to improve SIP. The program also contained reviewing SIP Guidebook to strengthen and enhance the participants' analytical skills on school data.

The participants gained technical knowledge, skills and experiences in analyzing student attendance, achievement record, School Self-Assessment, and practiced facilitation skills. The training was very realistic and practical as participants interacted, discussed with all stakeholders during a school visit. The regional director has been monitoring the ToT and providing guidance, it is believed that the training accomplished the following achievements:

- SIP formulation process has become more effective and practical than in the past.
- Upgraded human resources are developed on SIP formulation
- Since it is completed package reflecting the result and lesson learned of the past, the trainers' participation was meaningful.
- School Self-Assessment made situation analysis prioritization process and steps easier and simpler.
- The active participation of the stakeholders increased ownership in the SIP process.
- RED will support DEO to conduct D-TOT, follow up and monitoring the progress linking with other programs being implemented in this region.



**Preparation Meeting for R-ToT**

It is true that the active participation of stakeholders in SIP formulation process will make them more responsible and accountable in school management. Therefore, SISM model of SIP formulation should be integrated with another program under Ministry of Education that improves the students' absenteeism, a dropout rate, and learning achievement.

## FAR-WESTERN: Mr. Ram Hari Das Shrestha, Director, RED

School Improvement Plan is implemented in all community schools across the nation since 2001/2002. It is an ongoing process with regular updating based on the result and lesson learned of SIP over the period.

R-ToT was conducted on 23-26 November, 2014 to train the trainers of this region. The training inspired the trainers enabling them to conduct district level training on SIP formulation and updating. It also improved their ownership on SIP formulation process and internalized SIP accordingly. Moreover, the training focused active participation of the stakeholders through the discussion and interaction with the situation analysis of the school. The participants realized that the ToT program is very realistic and practical that reflects the real situation.

All participants can utilize the skills and knowledge learned through the training to make SIP more effective. RED will commit to making D-ToT credible and fruitful with technical support.



School data analysis by students at school visit during the R-ToT

## DISTRICT-LEVEL TOT HAS STARTED

District-level ToT (D-ToT) for capacity development in SIP formulation and updating will be held in 69 districts this year except Dhading, Rasuwa, Rupandehi, Doti, Jumla and Solukhumbu where D-ToT was already conducted during SISM1 and the first year of SISM2.

SISM2 will conduct D-ToT in 30 districts in Central and Western regions, while DoE is responsible for the remaining 39 districts. Some districts have already started D-ToT soon after R-ToT.

SISM2 is to dispatch the training material package, consisting of SIP Formulation Guidebook, School Level Workshop Manual, SSA Check List, Supplemental Book, and Child-Friendly Poster, to all 69 districts before D-ToT. The training package contains RC-level and School-level training materials as well.

The schedule of D-ToT in 69 districts are shown below.

Central	Date	Eastern	Date	Western	Date	Mid-Western	Date	Far-Western	Date
Mahottari	Dec 2-4	Okhaldhunga	Dec 17-19	Kaski	Dec 28-30	Pyuthan	Jan 2-4	Darchula	Dec 21-23
Kavrepalanchok	Dec 2-4	Dhankuta	Dec 19-21	Mustang	Dec 28-30	Banke	Jan 6-8	Kailali	Dec 21-23
Dhanusha	Dec 5-7	Bhojpur	Dec 19-21	Myagdi	Jan 2-4	Dang	Jan 9-11	Bajhang	Dec 23-25
Bara	Dec 8-10	Udayapur	Dec 19-21	Syangja	Jan 2-4	Dailekh	Jan 17-19	Baitadi	Dec 24-26
Rautahat	Dec 9-11	Taplejung	Dec 21-23	Baglung	Jan 7-9	Surkhet	Jan 18-20	Dadeldhura	Dec 24-26
Sarlahi	Dec 12-14	Terhathum	Dec 21-23	Lamjung+Manang	Jan 7-9	Jajarkot	Jan 18-20	Kanchanpur	Dec 25-27
Parsa	Dec 12-14	Khotang	Dec 21-23	Parbat	Jan 11-13	Salyan	Jan 22-24	Bajura	Dec 25-27
Chitwan	Dec 16-18	Panchthar	Dec 30-Jan	Gorkha	Jan 16-18	Bardiya	Jan 25-27	Achham	Dec 25-27
Kathmandu	Dec 17-19	Ilam	Dec 30-Jan	Palpa	Jan 16-18	Kalikot	Jan 29-31		
Sindhuli	Dec 18-20	Jhapa	Dec 30-Jan	Tanahun	Jan 21-23	Rukum	Feb 4-6		
Makwanpur	Dec 19-21	Morang	Jan 4-6	Gulmi	Jan 21-23	Rolpa	Feb 7-9		
Ramechhap	Dec 22-24	Sankhuwasabha	Jan 6-8	Nawalpalsi	Jan 26-28	Dolpa	Feb 8-10		
Dolakha	Dec 23-25	Saptari	Jan 6-8	Arghakhanchi	Jan 26-28	Mugu	Feb 8-10		
Nuwakot	Jan 4-6	Sunsari	Jan 11-13	Kapilbastu	Jan 31 to Feb 2	Humla	Feb 17-19		
Sindhupalchok	Jan 7-9	Siraha	Jan 11-13						
Lalitpur	Jan 12-14								
Bhaktapur	Jan 29-31								

## UPCOMING ACTIVITIES (January-March 2015)

No	Activity	Month	Place
1	D-ToT and RC-W in 69 Districts	Dec. 2014-March 2015	69 Districts
2	Joint field monitoring in selected five districts and other districts	Dec. 2014-March 2015	Dadeldhura, Sankhuwasabha, Kalikot, Bhaktapur, Kapilbastu, etc.